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Administrators recognize the conflict between their leadership role, which encourages change, and their administrative role, which thrives on stability. To determine how an administrator could best foster an atmosphere conducive to innovation, the author reviewed the literature and interviewed selected community college administrators. From the data, these guidelines were formulated. The administrator must (1) plan for change, (2) stimulate faculty into taking initiative, (3) involve faculty in planning and implementing innovation, (4) grant released time, (5) provide funds, (6) emphasize evaluation of new projects, (7) provide supportive equipment and personnel, (8) continue to support instructors even if their new ideas fail, (9) require faculty to plan their projects and to submit progress reports, (10) foster an innovative climate in the college, and (11) see how the organizational structure influences the innovative spirit. Each college must plan, develop, implement, and evaluate its own innovative practices; for mutual stimulation, it should also work with other colleges where possible. The success of any innovation will be measured by the student's learning achievement and by his subsequent success in college and career. (HH)

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THE ROLE OF THE ADMINISTRATOR IN FACILITATING INNOVATION IN COMMUNITY COLLEGES

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CHAPTER I

INTRODUCTION AND RECOGNITION OF THE PROBLEM

The "in" word today is innovation. Community colleges are seeking to introduce innovative practices in their organizational, instructional, and counseling practices. Discussion centers around what constitutes innovation and who should initiate it.

This concern for innovation and change can be related to the demands placed on the community college by the increasing numbers of students seeking admission to the colleges. With two years of post high school education a national goal, the problem looms ever larger.

Cremin's contention that the compulsory education laws forced change in education prior to World War I appear related to the present influx of students and the need for innovation in the nation's community colleges. (5) Medsker sees not only the numbers, but also the kinds of programs required by the increased number of students as a challenge.

> One of the greatest challenges that will come to the community college administration in the next five years will be that of determining a suitable program for the new types of students who will enroll, to say nothing of improving the services to the students who have constituted its clientele all along but whose needs will now change as a result of the many societal forces exerted on them. To date, neither the community

> college curriculum nor the techniques of instruction have changed materially. Innovations are few and scattered and seem more often to be made as a novelty or as a means of reducing staff time or space needs rather than as experimental measures to capture the imagination of students. (25:37)

Technological advances have created new demands for skilled technicians and semi-skilled workers. Taxpayers are concerned with an efficient educational system. Parents and employers are demanding that the system improve and expand its efforts.

John Gardner, in talking about educating for renewal, reveals some of the problems faced by education today when he states:

> We are beginning to understand how to educate for renewal but we must deepen that understanding. If we indoctrinate the young person in an elaborate set of fixed beliefs, we are ensuring his early obsolescence. The alternative is to develop skills, attitudes, habits of mind and the kinds of knowledge and understanding that will be the instruments of continuous change and growth on the part of the young person. Then we will have fashioned a system that provides for its own continuous renewal.
>
> This suggests a standard in terms of which we may judge the effectiveness of all education--and so judged, much education today is monumentally ineffective. All too often we are giving our young people cut flowers when we should be teaching them to grow their own plants. We are stuffing their heads with the products of earlier innovation rather than teaching them to innovate. We think of the mind as a storehouse to be filled when we should be thinking of it as an instrument to be used. (9:21-22)

There are faculty and administrators concerned about the monumental ineffectiveness of education who have sought for ways to correct the condition, but have met with resistance and lack of support for their ideas. As both an instructor and administrator, I have experienced concerns for students and for faculty who both need and desire to bring

about change. As a new "fired-up" instructor in a four-year college, I found it difficult to introduce any new ideas in my department. It appeared to me that the administrator was more concerned with "running a tight ship" than encouraging faculty members to develop new ideas.

When I moved to the community college, I had a dual role, administrator and instructor, working with both faculty and students. There were new horizons to explore, new approaches to learning and new methods of teaching to investigate. But there were students to be taught. Where was the time and money to release faculty to investigate, to be innovative and creative, and yet insure quality education for the students? It was my responsibility, together with others, to try to make this possible, and also to stimulate faculty to attempt innovations.

These and similar concerns have led me to speculate on the relationship of the administrator to innovation. What kind of role does he play? Though it is recognized that there is conflict between the leadership role, which focuses on initiating changes, and the administrative role, which is concerned primarily with maintaining, there are times when the administrator must wear a leadership hat. It seems in order to propose that the administrator may assume a leadership role in the innovative process. In this leadership role he would be concerned with the "initiation of a new structure or procedure for accomplishing an organization's goals and objectives, or for changing an organization's goals and objectives". (17:98) Would the administrator actually do the innovating, would he assume

a supportive role or might there be instances when he would do both?

Purposes of the Study

It was the purpose of this study to (1) state the rationale for administrative support of an innovative climate; (2) determine what role selected administrators think they should play in fostering an innovative climate; and (3) recommend guidelines for administrators in fostering an innovative climate in the community college.

Significance of the Study

What does an administrator do to introduce innovative practices in the community college? One of the contributions of this study could be to suggest guidelines to administrators who are interested in creating a climate conducive to the initiation of innovation.

Faculty members concerned with improving learning might find the study of value to them. It could help them to determine what they might do and assistance they could hope to receive, should they choose to introduce innovative practices.

Educational institutions are forced to extend their resources to accommodate increased numbers of students, and the tax-paying community is concerned with the cost of education. This study could suggest measures which would contribute to more effective use of resources.

As a prospective administrator, the study should assist me in determining what role the administrator plays in adopting and implementing innovative practices. It could also serve as the basis for further study.

Limitations of the Study

There is no built-in evaluative research in the study. There was no attempt to consider specific innovations nor to evaluate the effectiveness of any present practices in the community college. The concern was for the administrator's role in fostering innovation. The actual interviews associated with this study were limited to administrators in member colleges of the League for Innovation in the Community College. As such they constitute a small sample.

CHAPTER II

SURVEY OF THE LITERATURE RELATING TO INNOVATION IN EDUCATION

There is a growing body of literature on change and innovation. This literature is descriptive of the processes involved. There is very little definitive literature on the administrator's specific role in change and innovation. Therefore, this review will be an attempt to identify literature which has implications for administrators contemplating change and innovation in their institutions.

B. Lamar Johnson, in his forthcoming book, states:

> Clearly the role of the administrator in encouraging innovation is of central importance. The administration of an innovating college must be committed to promoting new institutional developments and must take leadership in the formulation and faculty acceptance of college objectives. Within this framework for change, it must provide funds to make innovation possible and it must involve faculty members in the planning of change. (21)

Dr. Johnson cites the importance of providing financial assistance, allowing those affected by change to participate in its planning, encouraging creativity by faculty members, stimulating them to devise and use new approaches to teaching, and allowing them the right to fail as essential elements in planning innovation. He discusses the value of visits to centers of innovation, educational conferences, literature, outside agents of change, budgeting for innovation, providing special

facilities and services for teaching, and faculty planning and development sessions as instrumental in introducing innovation. Students have not been used to any degree as agents of change. (21)

Carlson, discussing the introduction of programmed mathematics in Pennsylvania and West Virginia high schools, places major emphasis on the school superintendent. He (the superintendent) is at the focal point since he makes the final decisions. Carlson also indicates that visiting institutions using innovation increases the rate of adoption of new innovations. He further reports that innovators tend to seek advice from more persons outside their local areas. (3)

Ross, in considering the adaptation process, one closely related to change, labels the local administrator as the most significant of all adaptors. He contends that the administrator should deliberately push for and introduce change. Administrators who adapted viewed their whole staff as a team or a functioning unit. These administrators tended to have simpler patterns of organization in their schools. Their leadership and organization tended to be more coordinative and less directive. These administrators introduced sufficient flexibility to make it easier to carry through on the introduction of change. Ross stressed the importance of involving, in the process, those who are affected by change, of helping teachers become aware of possibilities for change and giving encouragement to those who seek change. (29)

Todd, in his study of the administration of change, concludes that the school superintendent is a major force in improving a school system and that the primary responsibility of this individual is to initiate, activate, manage and implement purposeful change in a school system. (32)

Gibb states that it is the responsibility of a leader to stimulate effort, capture the imagination, inspire, coordinate efforts, and serve as a model in an organization. He views the leader as a catalyst, a resource person and a consultant. Gibb maintains that blocks to innovation and creativity include poor communication, fear, and forces which increase dependence. Administration, to foster innovation, must remove fear, blocks to communication, manipulative coercive acts, and increase trust. (10)

Gould indicates that the educational leader has a responsibility to create, internally and externally, a climate for acceptance of change. (13)

Upton declares that the faculty is the key to producing change and that if they are not ready for change it will not occur. The administrator must create the climate for, and must be strongly committed to, change, in order for it to come about. (33)

Cooper contends that faculty development programs which stress faculty involvement and administrative support for encouraging innovation, travel to professional meetings, reduced teaching loads to permit instructional experimentation, all contribute to faculty participation in innovation. (4)

Dale states that change is not sought by most members of a college since it is often troublesome and creates waves. He also indicates that curricular innovations are contingent on the development of specific course objectives, changes in methods of evaluation, and programs of research and development. (6)

Abbott contends that the bureaucratic structure of schools impedes change. Creativity will come with a change in structure away

from bureaucratic control. In discussing innovation, he states that disequilibrium becomes an occasion for change. Unless there is a certain amount of dissatisfaction, there is no need to search for new alternatives. (1)

Miles shares similar views with Abbott in urging a change from the bureaucratic structure as a means to fostering innovation. He also advocates attention to appropriate goals, communication and more equitable distribution of power and organizational climate as essential for innovation. (26)

Downey suggests that the innovator serves as a dissatisfaction agent who promotes conditions which encourage a desire to change. The innovator must plan and guide change, anticipating possible consequences. The innovator also has a responsibility to plan for evaluation related to innovations. Such an appraisal gives direction for further change. (7)

Worthen warns that innovation by jumping on a bandwagon will not last. He also emphasizes the danger of innovation by administrative fiat. The effectiveness of innovation depends on the acceptance and committment given it by professionals, who, unless they play a part in inventing or selecting it, may sabotage it. He suggests that successful innovators recognize and apply theories of change, involve staff in the selection and implementation of the innovation, plan for evaluation, and plant seeds for continuous experimentation. (36)

Griffiths proposes that the major impetus for change comes from the outside, and that the degree and duration of change are directly proportional to the intensity of the external stimulus. Change also

tends to occur from the top down, not from the bottom up. Griffiths also suggests that the more hierarchical the organizational structure, the less the possibility of change. (15)

Brickell contends that administrators must be convinced of the values of instructional innovations since they are the ones who introduce innovations. Administrators and not teachers are the agents of change. The superintendent frequently is not the source of innovations, but unless he gives his attention and promotes the innovation, it will not be introduced. Visiting a successful innovation is a most persuasive way of learning about innovations. Innovators should take note that new programs may arouse feelings of inadequacy, which should be distinguished from resistance. Innovations which fail usually are due to staff inability and not from conscious or unconscious sabotage. (2)

Keuscher defined characteristics of openness associated with the tendency to innovate, and closedness associated with rigidity and inflexibility. Characteristics found in innovative colleges were: close contact with environment, clearly defined goals, adequate planning and preparation for change, clearly defined decision-making procedures, and open and functioning channels of communication. (22)

Johnson, on several occasions, has suggested that junior colleges appoint a vice-president for heresy, a staff member with no administrative responsibilities who would develop new plans for the colleges' application. He also suggests that an experimental college should be committed to research and evaluation, operate on defined objectives, provide time and opportunity for faculty to work together on program planning and development, and utilize outside consultants. (19,20)

Lombardi states that innovation takes place where an administrator encourages a staff to try out new ideas. The administrator's task is to guide the experiment, provide funds or additional personnel. Another method to encourage innovation would be to establish a center in the college, whose main purpose would be experimentation. He warns that colleges must be alert so that they do not slip back into smugness, become rigid, or lose their experimental fervor. (24)

Gardner, in writing on innovation and creativity, asks the question: "Is it possible to foster creativity?" and it would seem that innovativeness could be substituted.

> The question is not easily answered. Popular books on the subject seem to be saying that the trait in question is like a muscle that profits from exercise (and the implication is that you too can bulge in the right places). Or they may take the line that creativity is a communicable secret like a golf grip or a good recipe. But research workers believe that this trait and the qualities of character, temperament and intellect that contribute to it are laid down in childhood and depend to a considerable degree on relationships within the family. We know too little about these early influences.
>
> As far as adults are concerned, it is not certain whether anything can be done to supply creativity that is not already present. But much can be done to release the potential that is there. It is the almost universal testimony of people who possess this trait that certain kinds of environment smother their creative impulses and other kinds permit the release of these impulses. The society interested in continuous renewal will strive to be a hospitable environment for the release of creativity. (9:34-35)

Innovation, the report of the Invitational National Seminar on the Experimental Junior College, in addition to the three major papers presented, contains material taken from the taped records of the discussions at the conference. There were discussions on how change is brought about. In response to the question on who plays the major

role in creating experimental education, the administration or faculty, this comment was made:

> I would say it takes both. And it takes them in pretty big measure. The administration creates the atmosphere, then the faculty goes ahead and creates the program. (18:18)

Another comment on the atmosphere:

> We are very much interested in creating an atmosphere in which change can occur--in which the faculty member can affect what happens around him and where he is encouraged to try to come up with new approaches. (18:19)

Three reports from conferences at UCLA report recent experiences related to innovative practices in community colleges, aids to innovation and experimentation. The accounts have relevance to the facilitation of innovation in the community college. Hatch discusses the importance of climate, faculty, administrators and students. (16) Tirrell cites the value of faculty workshops and in-service training when innovation is contemplated. (31) Laughner, Graham and Wellman relate the role of visits to centers of innovation, budgeting for innovation and faculty involvement in innovation respectively. (23,14,35)

CHAPTER III

RATIONALE FOR ADMINISTRATIVE SUPPORT OF AN INNOVATIVE CLIMATE

The rationale for administrative support for an innovative climate has its roots in the belief that faculty should be involved in policy and decision-making in the college. Walsh, in talking about encouraging constructive faculty-administrator relationships, points out: "There should be organization to allow and encourage the faculty to participate in all decisions that affect their work and welfare". (34:145)

Medsker, in considering the implications of social and cultural change for junior college administration, states:

> At the institutional level, one of the important groups to be concerned is the faculty without whose deliberation and concensus there can be no effective setting of goals. Thus, the administration must become the catalytic agent for effecting agreement on goals. (25:36)

If the faculty is to be involved in decision-making and in other activities affecting them, then it follows that a climate or an atmosphere must exist which encourages their participation. This climate is related to the "openness" discussed by Keuscher. (22)

Gleazer stresses the necessity to create and insure an environment of responsible inquiry and intellectual curiosity. (12) This atmosphere

is implied in the notion of freedom and its importance to the faculty and the college. O'Connell writes:

> This feeling of freedom is a very nebulous thing. It pervades an institution or it does not. It is a precious thing for a faculty to have and nobody generates it or stifles it in anything like the same measure as the president. Establishing this atmosphere of freedom may be the most important thing a president of a new college can do for his faculty after seeing to it that they get paid. Nurturing this freedom and defending it are perhaps the most important continuing responsibilities a community college president has after recruiting faculty who can use the freedom provocatively and responsibly.

O'Connell continues:

> I stress this atmosphere of intellectual freedom because I think it is a crucial matter in which community college administrators have not been as perceptive and bold as we ought to be. (28:118-119)

It is abundantly clear that the administrator is a central figure creating this atmosphere. Walsh concludes:

> The primary responsibility for encouraging constructive faculty-administrator relationships in a new community college rests with the president. His is the role of leadership that challenges and coordinates individual and group effort in what Bauer has called a "unified dynamic process". (34:151)

It was noted that administrators, by virtue of their authority and the fact that teachers are not seen as change agents for innovations of major scope, are key persons in the innovative process. Admittedly, administrators may have to provide the impetus for change, yet, their most important leadership responsibility in relation to innovation may be to create a climate conducive to the process. Medsker clearly identifies the administrator's role:

The responsibility of administration in re-examining the educational program is best fulfilled by generating the initiative for change. It should be the electrical system. It should not become so occupied with administrative detail that it overlooks the most important responsibility of the institution, namely, the program. (25:37)

Gardner, in writing on change, states:

> I am less interested in inducing any particular change than I am in fostering and nourishing the conditions under which constructive change may occur. (8:51)

Miles, in discussing innovative persons and groups, states:

> Most innovations appear to be stimulated, triggered, shepherded and nurtured by some active person or group, either external to or within the "target" (innovation receiving) system. (27:639)

Ross echoes these sentiments when he says that:

> Vastly more must be done to involve those who must change if we are to adapt, and to involve them so fully that the participant's conception of the importance of the enterprise and of his part in it will be enhanced. (29:427,428)

He continues:

> What is required is an administrative and supervisory setting that helps teachers become aware of possibilities for change and gives encouragement to change. (29:427,428)

Both change and innovation refer to new methods, customs and alternatives. Innovation is thought to have a deliberate quality implied. We usually think of change and innovation in connection with a problem to be solved or a condition to be altered and this conveys purpose to the activity. What is the nature of innovation and change which makes participation so essential?

Change is often perceived by individuals as a threat to their security, status, or challenge to their competence and involving a degree of uncertainty. For these reasons, they resist change. (30) These reactions can, to a degree, be overcome by making certain that change is indicated, that there is careful planning of change, that the reasons for change are communicated to those affected, and probably most important, involving those affected in the entire process. (11) Faculty support for innovation comes by involving them and encouraging them to innovate rather than forcing innovation upon them.

The rationale for the administrative support of an innovative climate is aptly expressed by Gibb:

> Our assumption is that blocks to innovation and creativity are fear, poor communication, imposition of motivations, and the dependency-rebellion syndrome of forces. People are innovative and creative. The administration of innovation involves freeing the creativity that is always present. The administrative problem of innovation is to remove fear and increase trust, to remove strategic and distortional blocks to open communication, to remove coercive, persuasional and manipulative efforts to pump motivation, to remove the tight controls on behavior that tend to channel creative efforts into circumvention, counter strategy and organizational survival rather than into innovative and creative problem-solving. (10:65)

CHAPTER IV

INTERVIEWS WITH SELECTED COMMUNITY COLLLEGE ADMINISTRATORS

In an effort to determine how administrators viewed their role in fostering an innovative climate, it was deemed valuable to interview administrators located in colleges which evidenced innovative practices. Six chief administrators, two deans of instructions and one research and development officer representing colleges in the League for Innovation in the Community College were informally interviewed. Since these colleges have undertaken a number of innovations, it was believed administrators representing the colleges could contribute insights into the nature of their responsibility in fostering an innovative climate.

The administrators were unanimous in stating their belief that an administrator's role is to create a climate conducive to innovation. They indicated that creating a climate involved stimulating faculty to try out new ideas, communicating to the faculty that their ideas were welcomed and encouraged. The administrators admitted that innovation has the potential for success or failure and emphasized the importance of conveying this to faculty. Administrators agreed that faculty should be reasurred that if the innovation failed they would not lose their jobs.

The administrators shared the belief that provisions should be made to relieve faculty of some of their instructional responsibilities in order that they might devote the needed attention to the innovative project. The administrators interviewed were equally concerned with the financing of innovation. If the college desired its faculty members to innovate, it must provide the money required. "Put your money where your mouth is," was the comment of several administrators.

One administrator emphasized the necessity to secure good instructional staff, believing that these individuals will find the best ways to teach and will also seek to improve instruction. This administrator stated that innovation and creativity could be encouraged through orientation programs; by the example of the administrator, his knowledge and use of instructional approaches and technology; establishing a setting in which they might occur such as through building design and construction; and availability of supportive staff and financial resources.

Several administrators stressed the importance of the faculty member setting student performance objectives, as a part of the innovative instructional projects.

Another administrator stressed the importance of creating an atmosphere of freedom, and setting aside a specific amount in the budget for innovation. Those who benefit from the financial assistance submit plans for their projects and the results of their work. It is also essential, he contends, to assist faculty in planning for the evaluation of their project.

The administrators were in agreement, too, regarding the necessity of financial support for innovation. Creating a climate is of no value

Unless it is supported by financial assistance and released time from other responsibilities. They agreed, too, on the necessity to provide such supporting services as secretarial assistance, audio-visual technicians, writers and artists.

More specific comments by the administrators included:

> Probably the most important is the right to fail. Getting people to think, keeping them excited, arguing with them to keep moving to stay on top as they won't stay on top for long unless they keep up.
>
> You can nag, pry, prod, but you can't enforce or you stifle. Provide a setting through use of resources. Build stars, that is, give faculty who do innovate the praise they deserve; call attention to their efforts. Share their excitement with them.
>
> The most crucial element to innovation is an excellent staff. There is no merit in innovating for the sake of innovating. When there is a reason for innovating, you should establish a setting in which it would be possible for a teacher to use his imagination. Building design, construction equipment, readily available and in good condition are conducive to innovation and help to create a situation in which things might occur. You must also work with faculty to prevent them from becomming set in their thinking.
>
> To tell faculty to innovate is ridiculous. You have to set a climate and make them want to innovate. Calling for a spirit of adventure but not being willing to pay for it, is of no value either. You must have some plan for financing innovation.

These comments evidence the administrators belief that their key role is to create a climate conducive to innovation. They also affirm the idea that innovation requires a committment to adequately plan and support activities of an innovative nature.

CHAPTER V

RECOMMENDED GUIDELINES FOR ADMINISTRATORS IN FOSTERING AN INNOVATIVE CLIMATE IN THE COMMUNITY COLLEGE

In discussing the background which contributed to this study it was stated that it would be desirable to determine the role the administrator played in fostering a climate conducive to innovation. A review of the literature and interviews with selected administrators in community colleges have contributed to the formulation of these suggested guidelines.

1. Administrators must be prepared to accommodate increasing numbers of students and demands by the public for efficient educational operations. It is in order to suggest that administrators begin immediately to plan to prepare faculty for change before they are completely overwhelmed with the demands of effective education.
2. Administrators should recognize that faculty may not take the initiative in introducing innovative practices. If administrators wish to have faculty participate in innovation they should be prepared to use a variety of incentives to stimulate them. This may include use of outside consultants, visits to innovating institutions, conferences, and workshops both away and at the home institutions.

3. Administrators must be prepared to involve faculty in the planning and implementation of innovative practices.
4. Administrators should grant release time to those faculty who engage in innovation.
5. Administrators will recognize that initiating innovative practices requires additional finances and will set aside specific funds in the budget.
6. Administrators will recognize the necessity to evaluate innovative practices and will provide assistance to faculty in this area.
7. Administrators will recognize the need for supporting services, i.e. secretarial, audio-visual, and provide this assistance to faculty.
8. Administrators should be prepared to share faculty excitement over successes they experience. In this same vein, they should encourage faculty when the "going gets tough". Probably most important, administrators should make it clear by both words and actions that the faculty member who embarks on innovation will continue to be supported should his innovation not be successful.
9. Administrators would find it advisable to require faculty to submit their plans for innovation, including performance objectives, and to ask them for periodic reports on their progress.
10. Administrators might wish to run Keuscher's study, to determine initially if an innovative climate exists in their college.

11. Administrators may wish to consider a study of their organizational structure to determine whether or not it facilitates or hinders innovation.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Community colleges face increasing enrollments and demands for more effective and efficient education. They are faced with the necessity to introduce innovative ways to improve the educational program and extend the resources, both financial and human, currently available to them.

Administrators are key persons in the introduction of innovative practices. The purpose of this study was to determine the role of the administrator in fostering an innovative climate. Review of the literature indicated that the administrator not only should set a climate for innovation, but might well be the key agent for change.

Administrators who were interviewed believed it was their responsibility to set a climate for innovation. This included providing financial and supportive assistance, release time, allowing faculty the right to fail, and encouraging and stimulating them to attempt innovation.

Guidelines recommended for consideration by administrators contemplating initiating innovations include the important of: (1) planning for change, (2) recognizing that faculty may not take the initiative in introducing innovations and may require considerable "prodding",

(3) involving faculty in planning and implementing innovations, (4) granting release time to faculty who engage in innovation, (5) providing financial support for innovation, (6) emphasizing evaluation of innovative practices, (7) providing supportive services, (8) insuring faculty that their positions are not dependent on the success or failure of their innovation, (9) requiring faculty to plan and report on their projects, (10) determining the presence or absence of an innovative climate in the college, and (11) studying their organizational structure to determine its influence on innovation.

Innovation is a demanding, yet exhilarating task. It is far from being an automatic process. It is up to each college, in its own way, to decide the approach it will take in initiating and encouraging innovation. Each college must decide whether or not it is innovating for the sake of innovating, or because time and circumstances demand it. It is the responsibility of each college, and where possible to work with other colleges, to plan, develop, implement, and evaluate its innovative practices.

The ultimate success of any innovation is measured by the students' achievements in learning and their success in future college work or occupational careers.

This study leaves questions unasked and unanswered. Perhaps one of the most critical relates to preparing administrators to facilitate innovation. If we believe that this is an appropriate and desired role, what are we doing to better equip the administrator to function in this capacity?

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